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PARENTAL OPINIONS OF THE GUIDANCE

DESIRED FOR HIGH SCHOOL CHILDREN

(TITLE)

BY

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B. S. in Education

Eastern Illinois University

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE MASTER OF SCIENCE IN EDUCATION
AND PREPARED IN COURSE

Psycho-Social Development of the Adolescent

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,
CHARLESTON, ILLINOIS

1964

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

May 11, 1964
DATE

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May 11, 1964
DATE

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CHAPTER I

INTRODUCTION

A careful examination and evaluation of all phases of a guidance program in the public secondary schools is vital in creating better programs.¹ The guidance program in a high school is a very important part of the school's curriculum. The guidance program is not only important to the school's staff, administration, and students but also to the parents. It is important that parents understand the school's guidance program and its services; therefore, co-operation of the parents is needed in order to be effective. Logically, the school should seek the parents' support and their opinions of the guidance program in order to find the guidance desired for their children.² Keeping these aims in mind, this study was undertaken.

Often a school's guidance program is established without taking into consideration the desires of the parents. The type of guidance given students should take into consideration the wishes of the parents. Guidance programs that are unaware of the types of guidance parents desire for their children take for granted that parents want their child's guidance to be as comprehensive as possible. So, it is desirable to determine the type of guidance parents desire for their children.

¹Merle N. Ohlsen, Guidance: An Introduction (New York: Harcourt, Brace and Company, 1955), p. 428.

²R. L. Gibson, "Pupil Opinions of High School Guidance," Personnel and Guidance Journal, Vol. XL, No. 5 (January, 1962), p. 456.

Statement of the Problem

This study was undertaken to investigate the parents' opinions regarding the type of guidance desired for their children in high school. This investigation was concerned with parent's opinions toward guidance in the fields of occupational information, educational information, and personal problems, and to determine whether the parents desired group or individual guidance for their children. Another concern of this study was to determine the differences between the types of guidance desired by parents for their children due to the particular classification of the child.

Scope of the Problem

This study investigated the opinions of a selected group of parents in the Mt. Vernon Township High School regarding the type of guidance desired for their children. It was also to be determined if the parents wanted guidance for their children in the categories of occupational information, educational information, and personal problems. The study also sought to determine if the parents desired individual or group guidance. This would depend on whether they desired their children to have a close working relationship with the counselor through private counseling sessions or whether they desired the counseling relationship to be on an informal basis with the counselor taking part in group activities and discussions. The study was concerned with the guidance desired by parents of freshmen, sophomores, juniors, and seniors.

Procedures for Administering the Checklist

Names and addresses of the parents of students in the Mt. Vernon Township High School were obtained from the Guidance office. The names

were divided according to the class standing and sex of the student. A representative sample of twenty-five per cent of the parents in each group were selected. The selection was made by choosing every fourth name in the alphabetized list of students.

A check list, accompanied by a cover letter explaining the purpose of the study, was sent to the selected parents.

Each check list was coded by underlining a particular letter in the check list. This coding made a follow-up study possible. The follow-up study was begun by telephoning those in the Mt. Vernon area who had failed to return the check list. Many parents did not have telephones; therefore, a second letter and duplicate check list were sent to them.

Definition of Terms

Type of Guidance--refers to guidance in occupational information, educational information, and personal problems. It also refers to either group or individual guidance.

Occupational Information--refers to all types of information concerning various occupations and jobs.

Educational Information--refers to all types of information concerning the student's educational program and educational institutions.

Personal Problems--refers to the individual problems of the students concerning their social and personal adjustment in society.

Group Guidance--refers to guidance given students in groups where the students are able to discuss various occupational, educational, and personal problems.

Individual Guidance--refers to the students having private counseling sessions with a counselor discussing their various occupational, educational, and personal problems.

Parents--refers to those who are legally responsible for the student.

Classification--refers to sex and grade, in school, of the child.

Delimitations

It is assumed that the respondents answered in an honest and straight-forward manner; therefore, the answers to the check list will have to be assumed valid.

It was hoped that a 100 per cent return would be received; however, 66 per cent were returned. Therefore, a truly representative sample was not achieved. The study was also hindered because some of the respondents left blank the vital questions.

Although this study has its limitations, significant indications and trends can be drawn from the tabulation of the check lists.

CHAPTER II

RELATED RESEARCH

Few studies were discovered concerning parental opinions of the guidance they desire for their children; therefore, the amount of related research was limited. Some of the studies and articles that have been written concerning parents' and guidance, point out that parents' opinions are important in evaluating a school's guidance program.

The evaluation of a school's guidance program is important and the opinion of parents should play a vital role in the evaluation, even though the amassing of opinions is often difficult.

The parents' opinions need to be known so that they will have faith in the program and support it. It should also be noted that in our democratic society public opinion has become a powerful force. Boards of Education are probably more influenced by community opinion of a school's program than by the findings of a carefully designed experimental study.³ Parents are often times considered to be merely laymen and just do not know anything about guidance. As long as the ultimate control of the school is in their hands, the opinions of parents merit careful consideration.⁴ Regardless of parental background it would be necessary to obtain some kind of evaluation of their attitudes. The measurement

³ Henry B. McDaniels and G. A. Shaftel, Guidance in the Modern School (New York: The Dryden Press, 1956), p. 411.

⁴ Hulda Grobman, "Attitudes of Parents Toward the Schools," The Clearing House, Vol. 33, No. 2 (October, 1958), p. 67.

and evaluation of parental opinions may be a tricky and difficult problem, because people tend to hide their true feelings from public view and from themselves. Probably the most effective manner of learning about peoples' attitudes is to observe how these are reflected in their spontaneous and unguarded behavior. However, such an approach is not always practical or feasible, and so less direct methods must usually be adopted. The less direct methods that can be used are questionnaires, check lists, and projective techniques.⁵

Some of the other studies pointed out that parents do have opinions toward guidance and that they are willing to express them. Parents, often times, know what they want and expect from a guidance program.

Parents want their children to be given vocational and educational guidance. This often leads counselors to expect that their main objective is to help students select and plan for college life.⁶ Parents tend to perceive the counselors to be more helpful with problems in the educational and vocational areas than with problems in the personal-emotional areas.⁷ Parents tend to feel that the guidance program should prepare the student to get along well both in school and in life. Parents are more likely than their adolescent children to see guidance

⁵Samuel Granick, Walter J. Levy, and Murray Gunner, "Parental Attitudes and Vocational Guidance," Occupations, Vol. XXX, No. 1 (October, 1951), p. 22.

⁶Herman Roemmick, and John L. Schmidt, "Student Perceptions of Assistance Provided by Counselors," Personnel and Guidance Journal, Vol. XL, No. 2 (October, 1962), p. 157.

⁷Harry B. Bernstein and Claude W. Grant, "How Parents Perceive the Counselors' Role," Personnel and Guidance Journal, Vol. XXXIV, No. 9 (May, 1961), p. 702.

as an aid in planning the next step in education or life.⁸ Parents expect the guidance program to provide many services such as programming, handling school problems and counseling pupils on personal problems.⁹

⁸Robert J. Havinghurst, "What Adolescent and Their Parents Want in a High School Program," Journal of the National Association of Women Deans and Counselors, Vol. 22, No. 5 (April, 1959), p. 113.

⁹Bruce Shertzer and Shelly C. Stone, "The School Counselor and His Publics: A Problem of Role Definition," Personnel and Guidance Journal, Vol. XLI, No. 8 (April, 1963) pp. 689-90.

CHAPTER III

DATA FROM THE CHECK LISTS

General Discussion of the Responses to the Check Lists

Two hundred and seventy parents responded to the check list which gave a 66 per cent return as indicated in Table 1.

TABLE 1

COMPOSITE OF THE NUMBER AND PER CENT
OF RESPONSES TO THE CHECK LIST

	No.	%
Returned and answered	270	66
Returned not marked	3	.7
Returned, wrong address	2	.5
No. response	137	33

Table 2 gives the total number and per cent of the responses to each question on the check list.

TABLE 2
SUMMARY OF THE RESPONSES TO THE QUESTIONS
OF THE CHECK LIST

Question		No. of Respondents	% of Respondents
1		105	39
2		115	43
3		100	37
4		102	38
5	Group guidance	41	15
	Individual guidance	157	58
6		95	35
7		140	52
8	Group guidance	26	10
	Individual guidance	25	46
9		21	8
10		74	26
11		81	30
12		75	28
13		121	45
14	Group guidance	40	15
	Individual guidance	146	54
15		32	12
16		116	43
17	Group guidance	22	8
	Individual guidance	95	35

From the tabulation of the check lists, as indicated on Table 2, it seemed that the parents wanted their children to have guidance in the fields of occupational information, educational information and personal problems. There was also an indication that the respondents preferred individual guidance for their children.

There seemed to be an indication that parents wanted their children to have occupational guidance. There was also an indication that the parents who stated their children had selected an occupation still wanted their children to have guidance and discuss the various opportunities available to them. Another indication was that the parents, who stated their child had made an occupational choice were, generally, satisfied with their child's choice. There was also a tendency for the parents, who wanted occupational guidance for their children, to want the children to have individual guidance.

An indication was noted in which parents wanted educational guidance for their children. They tended to want educational guidance for their children both in planning a school program and in selecting a university or trade school. It is also important to note that few parents indicated their child did not need help in selecting a university or trade school because their child was not continuing his education.

A trend was observed which indicated that parents wanted their children to have guidance concerning personal problems. This seemed to be an indication that parents do want the school to be interested in their child's personal problems. There was also an indication that parents preferred individual guidance for their child when dealing with the child's personal problems.

Discussion of Each Question on the Check List

There will be a discussion of the implications of the parents' responses to the various questions on the check list. The discussion will be concerned with the over all responses of the parents. It will also be concerned with the differences between the types of guidance due to the particular classification of the child. Table 3 points out the number and per cent of responses according to sex and year in school.

TABLE 3

COMPOSITE OF CHECK LISTS RETURNED
ACCORDING TO CLASSIFICATION

	Freshmen Boys		Freshmen Girls	
	No.	%	No.	%
Returned and answered	40	68	30	56
Returned not marked	1	2	--	--
Returned, wrong Address	1	2	1	2
No Response	15	28	23	43

	Sophomore Boys		Sophomore Girls	
	No.	%	No.	%
Returned and answered	34	64	29	71
Returned not marked	--	--	1	2
Returned, wrong address	--	--	--	--
No. Response	19	36	15	27

	Junior Boys		Junior Girls	
	No.	%	No.	%
Returned and answered	36	72	34	48
Returned not marked	--	--	1	2
Returned, wrong address	--	--	--	--
No response	14	28	23	40

TABLE 3--Continued

	Senior Boys		Senior Girls	
	No.	%	No.	%
Returned and answered	15	61	31	70
Returned no marked	--	--	--	--
Returned, wrong address	--	--	--	--
No response	26	39	13	30

The following is an analysis of the responses to each question.
The various tables show the number and per cent of responses.

Question 1: My son or daughter has already chosen his or her occupation and needs no occupational guidance.

TABLE 4
SUMMARY OF RESPONSES TO QUESTION 1

	Freshmen		Sophomores		Juniors		Seniors		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Girls	10	26	14	41	9	25	14	56	47	35
Boys	12	40	13	33	17	50	16	52	58	43
Total	22	32	27	37	26	37	20	54	105	39

The figures in Table 4 show that 105 or 39 per cent of the respondents indicated that their child had already chosen their occupation and needed no occupational guidance. The figures from Table 4 show that slightly more than half of the seniors had chosen their occupation. The figures also indicated that girls tended to choose their occupations sooner than boys.

Question 2: I think my son or daughter's choice of an occupation is wise.

TABLE 5
SUMMARY OF RESPONSES TO QUESTION 2

	Freshmen		Sophomores		Juniors		Seniors		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	10	26	16	48	11	31	13	50	50	38
Girls	15	30	18	46	16	44	16	52	65	41
Total	25	37	34	47	27	39	29	51	115	43

The figures from Table 5 indicated that 115 or 43 per cent of the parents stated that they felt their child's choice of an occupation was wise. It also indicated that generally, as the student becomes older and more mature, the parents tend to feel their child's choice of an occupation wise. There seemed also to be an indication that the parents of girls felt their daughter's choice wiser, at an earlier age, than did the parents of boys.

Question 3: Although my son or daughter has made his or her choice, I would like for him or her to be able to discuss the various occupational opportunities available to him or her.

TABLE 6
SUMMARY OF RESPONSES TO QUESTION 3

	Freshmen		Sophomores		Juniors		Seniors		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	16	40	14	41	12	33	7	27	49	36
Girls	10	33	18	46	13	38	10	33	51	37
Total	26	37	32	44	25	36	17	30	100-	37

The figures from Table 6 indicated that 100 or 37 per cent of the parents that responded indicated that although their child had made a choice they would like for them to have the opportunity to discuss the various occupations that are available. There was an indication that parents wanted the guidance during the freshman, sophomore, and junior years.

Question 4: My son or daughter has not selected an occupation and I would like for him or her to have help in selecting an occupation.

TABLE 7
SUMMARY OF RESPONSES TO QUESTION 4

	Freshmen		Sophomores		Juniors		Seniors		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	21	52	15	44	18	50	12	46	66	49
Girls	13	43	9	23	8	24	6	19	36	27
Total	34	49	24	33	26	37	18	32	102	38

The figures from Table 7 indicated that 92 or 34 per cent of the parents stated their child had not selected an occupation and they wanted

their child to have help in selecting an occupation. There was also an indication from Table 7 that the parents of freshmen and juniors desired more occupational guidance for their children. There seemed to be an indication that more parents of boys wanted their sons to have occupational guidance than did the parents of girls.

Question 5: If you have check either Question 3 or 4, what type of guidance do you prefer for your son or daughter? Group guidance or Individual guidance.

TABLE 8
SUMMARY OF RESPONSES TO QUESTION 5
Group Guidance

	Freshmen		Sophomores		Juniors		Seniors		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	4	10	6	18	7	19	3	12	20	15
Girls	8	27	7	18	3	9	3	10	21	16
Total	12	17	13	19	10	14	6	11	41	15

TABLE 9
SUMMARY OF RESPONSES TO QUESTION 5
Individual Guidance

	Freshmen		Sophomores		Juniors		Seniors		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	31	78	22	65	21	56	16	62	90	66
Girls	16	53	19	49	19	56	13	42	67	50
Total	47	67	41	56	40	57	29	51	157	58

The figures from Table 8 indicated that the respondents preferred their child to have group guidance in being helped to select an occupation. The figures in Table 9 indicated that 157 or 58 per cent of the parents stated they preferred their child to have individual guidance in being helped to select an occupation. It is indicated from a comparison of the figures in Tables 8 and 9 that the parents who responded preferred their children to have individual guidance when given occupational guidance. There was also an indication that the parents preferred their children to have occupational guidance during the freshman, sophomore, and junior years.

Question 6: My son or daughter does not need help in planning his or her courses in school because his or her program is already planned.

TABLE 10
SUMMARY OF RESPONSES TO QUESTION 6

	Freshmen		Sophomores		Juniors		Seniors		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	11	28	12	35	12	33	10	39	45	33
Girls	13	43	13	33	14	41	10	33	50	37
Total	24	34	25	34	26	37	20	35	95	35

The figures from Table 10 indicated that 95 or 35 per cent of the respondents indicated that their child did not need help in planning for courses in school because their child had already planned their program. There seemed also an indication from the figures in Table 10 that grade classification and sex did not play a leading role in determining whether a student does not need help in planning a school program.

Question 7: My son or daughter needs guidance in selecting his or her program.

TABLE 11
SUMMARY OF RESPONSES TO QUESTION 7

	Freshmen		Sophomores		Juniors		Seniors		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	25	65	21	59	19	53	15	60	80	59
Girls	16	53	20	51	14	41	10	33	60	44
Total	41	59	41	56	33	47	25	44	140	52

The figures from Table 11 indicated that 140 or 52 per cent of the respondents stated they like their child to have guidance in selecting a school program. There was also an indication from the figures in Table 11 that more parents of freshmen and sophomores than juniors and seniors wanted their children given education guidance. There seemed to be an indication that more parents of boys wanted help for their sons' in selecting his school program than did the parents of girls. This could be accounted for because of the special emphasis that boys need to prepare for a specific occupation in order to earn a living.

Question 8: If you checked question 7, what type of guidance do you prefer for your son or daughter? Group guidance or Individual guidance.

TABLE 12
SUMMARY OF RESPONSES TO QUESTION 8
Group Guidance

	Freshmen		Sophomores		Juniors		Seniors		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	3	8	4	12	5	14	3	12	15	11
Girls	4	13	5	13	1	3	1	3	11	8
Total	7	10	9	12	6	9	4	7	26	10

TABLE 13
SUMMARY OF RESPONSES TO QUESTION 8
Individual Guidance

	Freshmen		Sophomores		Juniors		Seniors		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	25	63	19	56	16	44	14	53	74	55
Girls	12	40	17	44	13	38	9	29	51	31
Total	37	54	36	49	29	41	23	40	125	46

The figures from Table 12 indicated that 26 or 10 per cent of the parents who responded stated they preferred their child to have group guidance in selecting a school program. The figures from Table 13 indicated that 125 or 46 per cent of the parents wanted their child to have individual guidance in selecting a school program. There was an indication from a comparison of the figures in Table 12 and 13 that parents, who desired their children to be given educational guidance,

preferred individual guidance for their children. There seemed also to be an indication that educational guidance concerning selecting a school program is desired more during the freshman and sophomore years. This could probably be accounted for due to the fact that new students need to establish an educational program.

Question 9: My son or daughter does not need guidance in selecting an university or trade school, because he or she is not continuing his or her education.

TABLE 14
SUMMARY OF RESPONSES TO QUESTION 9

	Freshmen		Sophomores		Juniors		Seniors		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	3	8	2	6	4	11	1	4	10	7
Girls	2	7	1	3	4	11	4	13	11	8
Total	5	7	3	4	8	11	5	9	21	8

The figures in Table 14 indicated that 21 or 8 per cent of the parents who responded indicated that their child did not need guidance in selecting a university or trade school because their child is not continuing his education. In Table 14, there did not seem to be any important indications which would lead to any valid assumptions. However, it should be noted that by the junior year students tended to have decided whether they planned to go on to school.

Question 10: My son or daughter does not need guidance in selecting an university or trade school because he or she has already made definite plans.

TABLE 15
SUMMARY OF RESPONSES TO QUESTION 10

	Freshmen		Sophomores		Juniors		Seniors		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	4	10	7	21	10	28	14	53	35	33
Girls	10	33	11	28	6	18	12	39	39	26
Total	14	20	18	25	16	33	26	46	74	26

The figures from Table 15 indicated that 74 or 26 per cent of the respondents indicated their child did not need guidance in selecting a university or trade school because definite plans have already been made. An indication from the figures in Table 15 was that seniors tended to have already made definite plans and did not need guidance. It seemed that freshmen and sophomores tended to be less sure of their plans for the future. There was also an indication that girls tended to make definite plans during the freshmen and sophomore years. Boys seemed not to make their definite plans until the junior and senior year. This probably could be accounted for due to the boys slower maturation process.

Question 11: I think my son or daughter's choice of an university or trade school is wise.

TABLE 16
SUMMARY OF RESPONSES TO QUESTION 11

	Freshmen		Sophomores		Juniors		Seniors		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	5	13	7	21	6	17	18	69	36	27
Girls	13	43	8	21	11	32	13	42	45	34
Total	18	26	15	21	17	24	31	54	81	30

The figures from Table 16 indicated that 81 or 30 per cent of the respondents stated that their child's choice of a university or trade school was wise. There seemed to be an indication from the figures in Table 16 that parents tended to feel their child's choice of a school to be wiser as the child reached maturity. Parents of seniors tended to indicate they were more satisfied with their child's choice of a university or trade school. There also seemed to be an indication that the parents of girls tended to accept their child's choice sooner than did the parents of boys.

Question 12: Although my son or daughter has selected his or her university or trade school, I would like for him or her to be able to discuss other opportunities available to him or her.

TABLE 17
SUMMARY OF THE RESPONSES TO QUESTION 12

	Freshmen		Sophomores		Juniors		Seniors		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	7	18	7	21	7	19	12	46	33	24
Girls	11	37	11	38	11	32	9	29	42	31
Total	18	26	18	25	18	26	21	27	75	28

The figures from Table 17 indicated that 75 or 28 per cent of the parents that responded stated that, although their child had selected a university or trade school, they would like their child to be able to discuss other opportunities available to him. There was also an indication from the figures in Table 17 that parents of seniors tended to want their child to be given every chance to discuss the various opportunities available to them. There was an indication that parents of senior boys tended to be more interested on having their sons' being given every opportunity to discuss the various educational opportunities available.

Question 13: My son or daughter needs assistance in selecting an university or trade school.

TABLE 18
SUMMARY OF RESPONSES TO QUESTION 13

	Freshmen		Sophomores		Juniors		Seniors		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	29	73	24	71	17	44	7	27	77	57
Girls	12	40	17	44	11	32	4	13	44	21
Total	41	59	41	56	28	40	11	19	121	46

The figures from Table 18 indicated that 121 or 46 per cent of the respondents indicated that they would like their child to have assistance in selecting a university or trade school. There was also an indication from the figures in Table 18 that parents tended to desire educational guidance in selecting an university or trade school, for their children, during the freshman, sophomore, and junior years. This seemed to imply that by the senior year the students have selected a university or trade school. There also seemed to be an indication that the parents of boys were more concerned with their child having help in selecting a school than the parents of girls. It seemed that the boy's parents actually wanted this type of guidance more during the freshman and sophomore years.

Question 14: If you checked question 12 or 13, what type of guidance do you prefer for your son or daughter? Group guidance of Individual guidance.

TABLE 19
SUMMARY OF RESPONSES TO QUESTION 14

Group Guidance

	Freshmen		Sophomores		Juniors		Seniors		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	5	13	4	12	6	17	4	15	19	14
Girls	7	23	8	21	1	3	5	16	21	16
Total	12	17	12	17	7	10	9	16	40	15

TABLE 20
SUMMARY OF RESPONSES TO QUESTION 14

Individual Guidance

	Freshmen		Sophomores		Juniors		Seniors		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	28	70	25	74	16	44	13	50	82	60
Girls	13	43	15	38	29	88	7	23	64	47
Total	41	59	40	55	45	64	20	36	146	54

The figures in Table 19 indicated that 40 or 15 per cent of the parents who responded indicated they wanted group guidance in selecting a university or trade school. The figures in Table 20 indicated that 146 or 54 per cent of the parents indicated they desired their child to have individual guidance in selecting a university or trade school. An indication from the comparison of the figures in Tables 19 and 20 seemed to be that when parents desired educational guidance for their children, in selecting a university or trade school, they preferred individual

guidance. There also seemed to be a tendency for parents to desire their children to have guidance in selecting an university or trade school during the freshman, sophomore, and junior years.

Question 15: I feel the school should not be concerned with my son or daughter's personal problems.

TABLE 21
SUMMARY OF RESPONSES TO QUESTION 15

	Freshmen		Sophomores		Juniors		Seniors		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	0	0	5	15	4	11	1	4	10	7
Girls	6	20	5	13	8	24	3	10	22	16
Total	6	9	10	14	12	17	4	7	32	12

The figures from Table 21 indicated that 32 or 12 per cent of the respondents indicated that they felt the school should not be concerned with their child's personal problems. There was an indication from the low response to this question, as indicated in Table 21, that parents feel the school should be concerned with a child's personal problems. It was also indicated that slightly more than half of the parents of the girls felt the school should not be concerned with their child's personal problems.

Question 16: I am unable to give my son or daughter all the guidance he or she needs and want him or her to have help concerning his or her personal problems.

TABLE 22
SUMMARY OF RESPONSES TO QUESTION 16

	Freshmen		Sophomores		Juniors		Seniors		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	22	55	15	44	19	53	17	65	73	54
Girls	10	33	15	38	12	35	6	19	43	32
Total	32	46	30	41	31	44	23	41	116	43

The figures from Table 22 indicated that 116 or 43 per cent of the parents who responded indicated that they were unable to give their child all the guidance needed concerning personal problems and wanted him to be given personal guidance. This is an indication that parents do desire personal guidance for their children. There was also an indication that more parents of boys wanted personal guidance for their child.

Question 17: If you checked question 16, what type of guidance do you prefer for your son or daughter. Group guidance or Individual guidance.

TABLE 23
SUMMARY OF RESPONSES TO QUESTION 17

Group Guidance

	Freshmen		Sophomores		Juniors		Seniors		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	2	5	2	6	5	14	3	12	12	.09
Girls	2	7	6	15	1	3	1	3	10	.07
Total	4	6	8	10	6	9	4	7	22	8

TABLE 24
SUMMARY OF RESPONSES TO QUESTION 17
Individual Guidance

	Freshmen		Sophomores		Juniors		Seniors		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	22	55	12	35	15	42	15	59	64	46
Girls	8	27	7	18	11	32	5	16	31	32
Total	30	43	19	26	26	37	20	36	95	35

The figures from Table 23 indicated that 22 or 8 per cent of the respondents indicated that they preferred their child to have group guidance concerning personal problems. The figures in Table 24 indicated that 95 or 35 per cent of the parents indicated they preferred their child to have individual guidance concerning personal problems. An indication from a comparison of the figures of Table 23 and 24 is that parents who wanted personal guidance for their children desired individual guidance. There seemed also to be a general tendency for more parents to want boys to have personal guidance.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study was concerned with parents opinions toward guidance in the fields of occupational information, educational information, and personal problems. It was to be determined if parents desired guidance in these areas and whether they desired group or individual guidance. The study was also to see if there were any indications of differences between the types of guidance desired by the parents, due to the classification of the child according to sex and grade in school. It seemed evident from the tabulations of the check lists that, generally, parents preferred individual guidance for their children in the fields of occupational information, educational information, and personal problems. It seemed also that there were several indications that the classification of the child, according to sex and grade in school, played an important role in determining the types of guidance desired for the students.

Recommendations

Since not all of the parents responded to the check list, it is recommended that a follow-up study be made to determine why these parents failed to answer the check list.

It is recommended that another study similar to this one be made using personal interviews with the parents in obtaining parents' opinions.

This technique could be used as either a part of a follow-up study or the main procedure.

Another recommendation is that a study concerning parental opinions of the guidance desired for high school children be made to determine the types of guidance desired by parents in two different schools. This comparison could be made in schools which are located in two different areas such as rural and urban.

APPENDIX A

Check List

PLEASE CHECK THE STATEMENTS WHICH YOU FEEL APPLY TO YOUR _____ GIRL

GROUP GUIDANCE refers to guidance given students in groups where the students are able to discuss various occupational, educational, and personal problems.

INDIVIDUAL GUIDANCE refers to the students having private counseling, sessions with a counselor discussing their various occupational, educational, and personal problems.

1. My daughter has already chosen her occupation and needs no occupational guidance. _____
2. I think my daughter's choice of an occupation is wise. _____
3. Although my daughter has made her choice, I would like for her to be able to discuss the various occupational opportunities available to her. _____
4. My daughter has NOT selected an occupation and I would like for her to have help in selecting an occupation. _____
5. If you have checked either question 3 OR 4, what type of guidance do you prefer for your daughter? Group guidance _____
Individual guidance _____
6. My daughter does NOT need help in planning her courses in school because her program is already planned. _____
7. My daughter needs guidance in selecting her school program. _____
8. If you checked question 7, what type of guidance do you prefer for your daughter? Group guidance _____
Individual guidance _____
9. My daughter does NOT need guidance in selecting a university or trade school because she is not continuing her education. _____
10. My daughter does NOT need guidance in selecting a university or trade school because she has already made definite plans. _____
11. I think my daughter's choice of a university or trade school is wise. _____
12. Although my daughter has selected her university or trade school, I would like for her to be able to discuss other opportunities available to her. _____
13. My daughter needs assistance in selecting a university or trade school. _____
14. If you checked question 12 OR 13, what type of guidance do you prefer for your daughter? Group guidance _____
Individual guidance _____
15. I feel the school should NOT be concerned with my daughter's personal problems. _____
16. I am unable to give my daughter all the guidance she needs and want her to have help concerning her personal problems. _____
17. If you checked question 16, what type of guidance do you prefer for your daughter? Group guidance _____
Individual guidance _____

APPENDIX B

Letter of Introduction

14 University Apartment
Charleston, Illinois

Dear Parents,

The enclosed check list is part of a study to secure the opinions of a selected group of parents in the Mt. Vernon Township High School toward the guidance which you as parents desire for your children. As a graduate student at Eastern Illinois University in Charleston, Illinois, I have secured the assistance of the Mt. Vernon High School Guidance Department in selecting your name.

Please check the statements on the form which you feel apply to your daughter who is a . Then as soon as possible return the check list in the stamped addressed envelope which accompanied the check list. You need not sign your name.

Your help with this project will be greatly appreciated.

Thank you for your co-operation.

Sincerely yours,

Ronald Harper
Graduate Student
Eastern Illinois University

14 University Apartment
Charleston, Illinois

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Ronald Harper
Graduate Student
Eastern Illinois University